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along chord lines is not systematically carried out; and finally that, in the endeavor to obtain new material, too much of the old familiar type, "which every child should know," has been crowded out. However just these criticisms may be, it is certain that the series as a whole is one that can be safely recommended highly for home and general use and that it is one which every supervisor should examine. For the increasing body of independent supervisors who wish to plan their own courses and to draw their material from various sources this series with proper rearrangements and additions will be found to be of great value.

P. W. DYKEMA

THE ETHICAL CULTURE SCHOOL
NEW YORK CITY

Practical Elementary Algebra. By JOS. V. COLLINS. New York: American Book Co., 1908. Pp. 420. \$1.00.

Dr. Collins' book makes its chief claim to the title "Practical" by the elimination of difficult problems and unnecessary definitions and by the introduction of applications. These cover a varied range but are uneven in difficulty and often merely arithmetical (p. 121, "What number is 2 more than x ?" P. 245, "What is the cost of 8,956 lbs. of coal at \$3.50 a ton?"). In its handling of the equation the book is a disappointment. Rules are mechanical and sometimes misleading: p. 61, "Find x , by dividing the right member of the equation by the coefficient of x ." Sixty pages later the axioms of equality make their first appearance!

Chap. xvii, "Discussion of the Fundamental Principles of Algebra," suffers from lack of illustrations. Here equivalent equations are explained for the first time and here in a single page is the entire theory of quadratic equations.

The historical notes scattered through the text, Tartaglia's solution of the cubic, Briggs' introduction to Napier and his logarithms, etc., quicken the interest of the student and refresh the memory of the teacher. Their introduction is a step in the right direction.

THIRMUTHIS A. BROOKMAN

THE HIGH SCHOOL
BERKELEY, CALIFORNIA

Elements of Physics. By GEORGE A. HOADLEY. New York: American Book Co. 1908. Pp. 464. \$1.20.

This later book from the pen of Professor Hoadley is smaller than his previous work, *A Brief Course in Physics*, the laboratory experiments being omitted in the later text. The book is compact, pleasing in appearance, and well printed. The text is to be commended for the numerous diagrams that help in teaching physics, although some of the diagrams might have been lettered more liberally. Other features that make the book one to be desired by teachers are the many well-chosen problems, the collection of formulae at the end of the text, and the numerous experiments for classroom demonstration. An excellent chapter is given on the topics of wireless telegraphy and the

discharge of electricity through gases. There is just enough material concerning this phase of physics to stimulate the bright student to further reading. It should be added that there are many illustrations that connect everyday life with the subject of physics.

A possible objection is the attention given to the topics of acceleration and units. When it is considered that these topics are not easily grasped by college students, there is some question as to the advisability of introducing them in high-school work. Many teachers, however, by their enthusiasm lead students to master these topics, and to such teachers the matter presented in the text is desirable.

Altogether, the book is an excellent one, and has no better commendation than the fact *that students like it*.

F. R. WATSON

THE UNIVERSITY OF ILLINOIS

The American High School. By JOHN FRANKLIN BROWN. New York: Macmillan, 1909. Pp. 462. \$1.40 net.

There are many schoolmen who will find this book a serviceable guide in that it brings together material relating to secondary-school problems. There is a historical section, and then chapters on the function of the high school, the programme, the organization and management, the material equipment, the teacher, the principal, the pupil, the class exercise, the government, the social life, and the relation to the community, with a final chapter on present problems and future development. There are appendices on the programmes and reports of American and European secondary schools. The bibliographies at the close of the chapters are more full than discriminating. On the whole the material is fairly well edited, but the book does not seem to make any definite contribution to educational literature. It is up to date in the discussion of fraternities, the six-year high school, coeducation, etc., but its statements are safe rather than illuminating. One feels that the function of the elementary school is not seen very clearly, and that the educational situation in the secondary school will continue to be unduly limited until this is more clearly seen.

FRANK A. MANNY

KALAMAZOO, MICH.

The Maury-Simonds Physical Geography. By M. F. MAURY AND F. W. SIMONDS. New York: American Book Co., 1908. Pp. 347. \$1.20.

This book is a revised and largely rewritten edition of the well-known Maury text. It has been Dr. Simonds' plan "to preserve as far as possible the plan of the older work—a plan that has met the approval of a generation of teachers—and, at the same time, to modernize the text thoroughly." He has succeeded admirably in revising the Maury text and giving it a new and much better dress, but the revision falls far short of being an advance over the present-day science. It must be considered as being several years behind the present "physical geography."

The book is purely descriptive; it would not lead the student to scientific thinking. The treatment of the atmosphere, especially climate, weather, and